



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/17/2018

Andrew Melin
Greater Clark Comm. Schl Corp.: #1010
2112 Utica Sellersburg Rd
Jeffersonville, IN 47130

Dear Andrew Melin,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Parkview Middle School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$261,000.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019

Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Greater Clark County Schools	Corp #	1010
School	Parkview Middle School	School #	0853
Superintendent Name	Dr. Andrew Melin	Email	amelin@gccschools.com
Title I Administrator Name	Amy Schellenberg	Email	aschellenberg@gccschools.com
Principal	Mr. Jeremy Stewart	Email	jstewart@gccschools.com
Telephone	812-288-4844	Fax	812-288-2849
SY 2018-2019 Allocation	\$261,000		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

School Improvement Grant	
U.S. Department of Education	
Indiana Department of Education	
84.377A	
School Improvement Grants	
S377A00180015A	

Instructions: Please complete the table below regarding who was involved with the grant process.



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Name		Title	
<i>Example: Mrs. Joan Smith</i>		<i>Example: Title I Resource Teacher</i>	
Mr. Jeremy Stewart		Principal	
Mrs. Melissa Bower		Assistant Principal	
Mrs. Barbara Tull		SIG Instructional Coach	
Mrs. Carrie Howe		Title I Academic Improvement Coach	
Ms. Amy Schellenberg		Executive Director for School and Instructional Improvement	



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Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.



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- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana.



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The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6/19/18
Title I Administrator Signature:		Date:	6/19/18
Principal Signature		Date:	6/19/18



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Part 4: Achievement and Leading Indicators SY 17-18

Achievement Indicators	Baseline SY 2015 -2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)		40%	n/a	40%	50%	50%	55%				
Percent of students proficient on ISTEP (ELA) (3-8)		52.2%	n/a	52.2%	60%	62.10%	65%			67%	
Percent of students proficient on ISTEP (Math) (3-8)		45.9%	n/a	45.9%	50%	51.1%	53%			54%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Leading Indicators	Baseline SY 2015 -2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school		n/a	72,900	72,900	72,900	72,900	72,900	72,900			
2. Number of daily minutes of math instruction		n/a	50	50	50	50	50	60			
3. Number of daily minutes of ELA instruction		n/a	50	50	50	50	50	60			



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4. Student attendance rate (must be % between 0 and 100)			96.1%	97%	95.5%	96%	95.08%	96%				
Leading Indicators	Baseline SY 2015 - 2016 *	SY 2015-2016	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	25	n/a	25	20	19	18	12	11				
6. Expanded Learning Time (total number of hours offered)	-	-	-	100	50	170	60	64				
7. Number of discipline referrals	802	-	802	800	610	600	438	430				
8. Discipline incidents – number of suspensions and/or expulsion	SUS--841 EXP--0	SUS-- EXP-0	SUS--841 EXP--0	SUS-- 800 EXP--0	SUS--524 EXP--0	SUS-- 500 EXP--0	SUS--214 EXP--0	SUS--200 EXP--0	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-0 IMP-0 EFF-47 HEFF-5	IN-- IMP-- EFF-- HEFF--	IN-0 IMP-0 EFF-47 HEFF-5	IN-0 IMP-0 EFF-34 HEFF-7	IN-0 IMP-0 EFF-38 HEFF-3	IN-- IMP-- EFF-38 HEFF-5	IN-- IMP-- EFF-39 HEFF-4	IN-- IMP-- EFF-33 HEFF-6	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)				94%	94.68%	95%	94.72%	95%				
11. Teacher retention rate (must be a % between 0 and 100)	96%	n/a	96%	100%	99.4%	96%	97%	100%				



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16-17 to present.*



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Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

Strengths:	Areas of Improvement:
<ul style="list-style-type: none">• Continued Teacher Participation in Parkview Math and Literacy Academies• Teacher Participation in Semester Data Dinners• Continued Decrease in Behavior Referrals• Implementation of Conceptual Learning Units in grades 6-8 math classes• Continued Implementation of Guided Reading Groups utilizing LLI Kits	<ul style="list-style-type: none">• Increased Opportunities for Student Application of Argumentative Writing across multiple subject areas• Increased Utilization of Instructional Coaches• Continued focus with constructive feedback on instructional strategies• Facilitation of after school clubs by our outreach coordinator• Increased implementation of Project Based Learning Units• Successful Completion of Data Wise Cycle in Math and ELA
Opportunities:	Threats:
<ul style="list-style-type: none">• Increased Opportunities for student to apply critical thinking skills and collaboration embedded in PBL units• Increased support opportunities for teachers provided by instructional coaches• Increased rigor and DOK questioning on Science and SS COA's	<ul style="list-style-type: none">• The loss of 3 general education and 1 special education teaching positions• Transition to full implementation of Highly Effective Teaming• Fiscal/budgetary limitations impacting staffing levels• Implementation of Instructional Rounds

- Successful implementation of Highly Effective Teaming will lead to increased teacher ownership of student needs, increased instructional accountability, data based decisions and genuine collaboration
- Deeper understanding of instructional expectations across literacy, numeracy and PBL units are anticipated to lead to increased student academic achievement as well as teacher understanding of instructional best practices
- Increase parent and community involvement due to continued effort by our Outreach Coordinator
- A deeper understanding of the Data Wise process across grade level teams and departments



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Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
SAMPLE: <i>Increase learning time</i>	SAMPLE: <i>Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	SAMPLE: <i>Multiple Phases (Multiple Quarters)</i>	SAMPLE: <i>\$5,000 - Stipends</i>	SAMPLE: <i>The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>1) Leadership Implement process and guidelines for reviewing Transformation Principal effectiveness prior to full implementation</p> <p><input type="checkbox"/> Analysis of Data: District, Principal, Assistant Principal and Technical Assistance Provider will use critical indicators from Principal Effectiveness and Implementation Data [implement gauge; walkthrough data; artifacts] to identify strengths and areas for additional support</p> <p><input type="checkbox"/> Feedback and Plan for Improvement based on Data Wise 8-Step Process: Establish tools and short, medium and long term milestones for accomplishing goals</p> <p>2) Implement the leadership structure that focuses on:</p> <p><input type="checkbox"/> Building leadership Capacity</p> <p><input type="checkbox"/> Continuation of INALL Cohort membership and mentoring</p> <p><input type="checkbox"/> Implement BLT in a more focused effort to analyze data from multiple sources to discover struggling students and plausible causes for that struggle</p>	Q 1-4	\$6000	<p>1- Leadership</p> <p>4 Days Solidifying Systems of Highly Effective Leaders.</p> <p>Mentor: Dr. Rhonda Roos</p> <p>\$1500 per day</p> <p>The Principal and Assistant Principal will finalize an action plan for each quarter outlining objectives for Curriculum, Instruction, Assessment, Professional Development, Project Based Learning and Operations Management</p> <p>2-Leadership Structure</p> <p>INALL- Principal will document all INALL PD on PGP Plan for INALL cohort</p> <p>Meeting agendas/minutes</p>
		Q 1-4	Travel Expenses (mileage only) to INALL Cohort meeting \$1000	



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	<p><input type="checkbox"/> Implement Highly Effective Teaming structure facilitated by team leads and guided by a structured rolling agenda</p> <p>3) Implement Teacher Leadership Building Wide</p> <p><input type="checkbox"/> Organize for Collaborative work by implementing Highly Effective Teaming. [Norms; Rolling Agendas; Protocols; Data Wise Decision Making; Documentation Team Member Roles.]</p> <p><input type="checkbox"/> Build Capacity of Team Leads through Professional Development activities. [Scenario training; Fishbowl Activities; Data Wise Cycle Training]</p> <p><input type="checkbox"/> Build capacity for continuous improvement [Professional Development for Instructional Rounds, Professional Development for Assessment Literacy and the use of data to drive decisions]</p> <p>4) Implement continuous school improvement process with consistency and integrity.</p> <p><input type="checkbox"/> Data Wise 8-Step Process</p> <p><input type="checkbox"/> Organize for Collaborative Work</p> <p><input type="checkbox"/> Build Assessment Literacy</p> <p><input type="checkbox"/> Create Data Overview</p> <p><input type="checkbox"/> Dig into Data</p> <p><input type="checkbox"/> Examine Instruction</p> <p><input type="checkbox"/> Develop Action Plan</p> <p><input type="checkbox"/> Plan to Assess Progress</p> <p><input type="checkbox"/> Act and Assess</p>	Q 1-4	No SIG Funds Local Funds	3-Teacher Leadership Meeting agendas/minutes from collaboration periods.
Develop Teacher Effectiveness	<p>1) Implement system for supporting teacher effectiveness</p> <p><input type="checkbox"/> Use RISE Teacher Evaluations that includes student growth as a factor</p> <p><input type="checkbox"/> Provide Incentives for Highly Effective Teachers</p> <p><input type="checkbox"/> Provide Opportunities for Leadership Growth</p>	Q 1-4	Stipends for Teacher Academies	1-Evaluation of Training will be collected by staff attending. Team Meeting rolling agendas and attendance will be maintained



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<input type="checkbox"/> Provide weekly scheduled collaboration time for departments and teacher teams. <input type="checkbox"/> Provide Weekly Job-embedded Professional Development <input type="checkbox"/> Provide bi-weekly observation/feedback for teachers based on RISE competencies and instructional strategies		[4 Math Academies/15 teachers, 4 Literacy Academies/15 teachers, 4 PBL Academies/19 teachers] \$35,000 in Stipends and Benefits	Student work samples and walkthrough data will be collected as evidence of integration of instructional strategies provided during Professional Development.
2) Analyze Data <input type="checkbox"/> Student Growth <input type="checkbox"/> Teacher Effectiveness <input type="checkbox"/> Increase number Highly Effective Teachers by 5%	Q 1-4	No SIG funds	2-Analyze Data Weekly/Quarterly Dashboard Reviews
3) Implement Collaboration <input type="checkbox"/> Implement Focused Weekly Collaboration through the Highly Effective Teaming Model <input type="checkbox"/> Implement the use of a Digital Dashboard for data analysis and storage <input type="checkbox"/> Academic Performance Data [Formative, intermediate and summative assessment] <input type="checkbox"/> Behavioral Indicator Data <input type="checkbox"/> Classroom Infractions/ office discipline referrals	Q 1-4	No SIG funds	3- Implementation Team Meeting Rolling Agendas/Minutes
4) Analysis of Data <input type="checkbox"/> Analysis of collaboration and Data Wise 8-Step Process will be reviewed Monthly by Principal; Executive Director for School and Instructional	Q 1-4	No SIG Funds	4- Analysis of Data Monitoring Review of Student Data



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	Improvement and BLT		
Implement Comprehensive Instructional Reform Strategies	<p>1) Implement an Instructional Framework based on key elements of lesson design that includes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligned measurable and attainable goals (Daily Learning Target and Closing Task) <input type="checkbox"/> Formative and summative assessment[Learning Checks] to gauge student mastery, to inform, monitor and differentiate instruction <input type="checkbox"/> Multiple strategies and activities appropriately aligned to achieve the objective <ul style="list-style-type: none"> <input type="checkbox"/> Provide Necessary Manipulatives and Supplies to effectively implement instructional strategies [Balanced Math Conceptual Manipulatives; Poster Method Problem Solving Chart Paper and Markers; Writing Strategies Mentor Texts and supplies; PBL Supplies] <input type="checkbox"/> Project Lead The Way manipulatives and materials to sustain the effective implementation of Project Lead The Way Vertical and Horizontally aligned curriculum <input type="checkbox"/> Math Coach will: <ul style="list-style-type: none"> <input type="checkbox"/> design/revise formative and summative assessments to adjust the rigor and relevance of questions to better fit types of questions on State standardized testing. <input type="checkbox"/> Construct Professional Development Activities for Math Academies centered around 3 parts of Balanced Math 	Q 1-4	<p>Instructional Coach \$80,000 (195 day contract) Benefits \$20,000</p> <p>\$21,700 for supplies and manipulatives for PBL, Instructional Strategies Math and ELA frameworks</p> <p>1-Implement Points of Contact Log will be kept by Instructional Coach including student performance data. Benchmark data will be used to monitor trends in student growth.</p> <p>Conceptual Unit Plans will be housed on google drive. Student work demonstrating instructional strategies will be displayed in classrooms. PLTW projects will be highlighted</p> <p>Stipend for Math Coach (10 days before/after school) \$4000 stipend (hourly rate) \$990 Benefits</p> <p>Common Pacing Guides</p>



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<p>Program (Daily Math Review; Conceptual Units; Problem Solving)</p> <p>The Instructional Coach works one-on-one and in small groups with teachers, providing guidance, training and resources as needed. They will focus on proven, practical strategies for engaging students and improving learning.</p>	Q 1-4		
<p>2) Conduct weekly instructional observation walkthrough to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Insure fidelity in the implementation of core instructional strategies and assess the impact those strategies are having on student learning 	Q 1-4	No SIG Funds Local Funds	2-Conduct Data and feedback will be shared with staff quarterly
<p>3) Analysis of Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the Data Wise 8-Step Process <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and analyze data <input type="checkbox"/> Use Data to make informed decisions about instruction and assessment outcome <input type="checkbox"/> Making Data visible [knowing what to celebrate and what challenges we need to overcome] <input type="checkbox"/> Analysis of Implementation of Core Strategies reviewed monthly by administration and teachers 	Q 1-4	Data Dinner (no grant funding for food) 50 Staff = \$8250	3- Analysis Analysis of formative assessment data and development of instructional strategies aligned to district initiatives.
<p>4) Implementat ongoing Professional Development that targets best practices determined by observation data and student achievement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Design aligned to key elements 	Q 1-4		4- Implement SMART Goals/Action plans will be created and monitored during quarterly checkpoints



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<p><input type="checkbox"/> Instructional Framework and the Gradual Release of Responsibility</p> <p>5) Implement Appropriate Professional Development to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes:</p> <p><input type="checkbox"/> Organize For Collaborative Work through Highly Effective Teaming</p> <p><input type="checkbox"/> Travel to Nashville Academies conferences to build capacity in Highly Effective Teaming</p> <p><input type="checkbox"/> PLTW Training for Teachers</p> <p><input type="checkbox"/> Teachers will complete the Medical Detectives Coursework(10 week online course, meeting 2 hours per week) to implement in our 7th grade science classes.</p>	<p>Q 1-4</p> <p>Q 3</p>	<p>2 Participants x \$1400 registration (includes lodging)= \$2800</p> <p>Travel Expense (food per diem amount of \$75/day): 2 Participants x \$150 per day = \$300</p> <p>5- Implement Appropriate Monthly PD Calendar revised based on student data review</p> <p>Travel to Academies of Nashville study visit to build capacity in Highly Effective Teaming strategies.</p> <p>Strategies found during conference will be integrated into HET and PBL Professional Development</p> <p>PLTW instructional Units will be created by PLTW teachers and stored in Google Drive</p> <p>Student work samples</p>
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	<p>6) Analysis of Data -</p> <p><input type="checkbox"/> Analysis of PD evaluations and Data Wise Process will be reviewed every month by Principal, Assistant Principal, Executive Director of Educational Services and BLT</p>	Quarterly	No SIG Funds	Rolling Agenda from Building Leadership Team meetings
Increase Learning Time	<p>1) Student Learning Time</p> <p><input type="checkbox"/> Implement a comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps in core subject areas</p> <p><input type="checkbox"/> Provide intersession intervention programs</p> <p>Analysis of Extended Learning Data – Analysis at the end of the year by Principal; Executive Director of Educational Services and BLT]</p> <p>1) Intervention Plan:</p> <p><input type="checkbox"/> Academic subjects covered [lesson components]</p> <p><input type="checkbox"/> Description of Core Strategies</p> <p><input type="checkbox"/> Assessment/ Monitoring</p> <p><input type="checkbox"/> Routines and Procedures [if applicable]</p> <p><input type="checkbox"/> Staffing</p> <p>2) Implement Collaboration/ Learning Time for Staff:</p> <p><input type="checkbox"/> Implement Team Collaboration during planning period (Highly Effective Teaming)</p> <p><input type="checkbox"/> Implement Period O schedule in the weekly schedule for Department Collaboration and Planning</p>	Q 3-4	33 Days x 2 hours a day x \$50/hr x 6 Staff (salary and benefits) = \$23760	<p>1- Student</p> <p>Student performance data will be collected and monitored for students participating in extended day learning opportunities</p> <p>1- Intervention Plan</p> <p>Benchmark data will be collected and monitored at the beginning and end of the school year and trend growth will be analyzed</p> <p>2- Implement</p> <p>Teacher Implementation of strategies will be monitored with weekly walkthrough data.</p>



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	<input type="checkbox"/> Collaboration to focus on the 8-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by admin., AIC, and teacher leaders			
Create Community-Oriented Schools	<p>1) Community Outreach Coordinator will implement culturally competent programs to increase family and community engagement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] <input type="checkbox"/> Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] <input type="checkbox"/> Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement <input type="checkbox"/> Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] <p>2) Behavior Intervention Coordinator will implement Tier 2 and Tier 3 Behavior Intervention Plans with identified student and provide support before/after school for parents to proactively engage students in successful school protocols</p>	Q 1-4	<p>Outreach Coordinator [Behavior Intervention Coordinator] \$40,000 salary \$10,000 benefits</p>	<p>1- Community Points-of-Contact log will be kept by Outreach Coordinator to determine number of families reached. Impact on students will be monitored - including student performance data.</p>
		July/June	<p>Stipend for Behavior Intervention Coordinator (10 days)</p>	<p>Points-of-Contact log will be kept by Behavior Intervention Coordinator to determine number of families reached. Impact on students will be monitored - including student performance data.</p>



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			before/after school) \$2,500 salary (hourly rate) \$700 Benefits	
Provide Operational Flexibility	1) Implement "flexibility" plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School: <ul style="list-style-type: none"> <input type="checkbox"/> Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal <input type="checkbox"/> Flexibility Plan will include: <ul style="list-style-type: none"> <input type="checkbox"/> Hiring Staff <input type="checkbox"/> Master Calendars <input type="checkbox"/> Professional Development <input type="checkbox"/> Increased Learning Time [teachers] <input type="checkbox"/> Increased Learning Time [students] <input type="checkbox"/> Ongoing, technical assistance [Mentor] Parkview will receive to support the implementation of the Transformation model <ul style="list-style-type: none"> <input type="checkbox"/> Schedule of monthly District/ Principal/ Mentor meetings and focus <input type="checkbox"/> Specific indicators and data for each meeting [milestones] 	Q 1-4	\$0	1- Implement Leading Indicators and Data Dashboards will be monitored 3x/quarter [Responsible: Principal; Executive Director of School/Instructional Improvement and BLT]
Sustain Support	1) Analysis of Flexibility and Sustainability Plan - Implementation Data – Review of leading indicators and data dashboards to ensure adherence to grant protocols.	Q2 and Q4	No SIG Funds Local Funds	Leading Indicators and Data Dashboards will be monitored 3x/quarter [Responsible: Principal; Executive Director of School/Instructional Improvement and BLT]



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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts” could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Parkview Middle School will submit a video that highlights the numerous activities, use of supplies and data outcomes that were made possible through SIG funding. Video segments will be created to define/share lessons learned through the implementation of instructional coaching in literacy and numeracy. Instructional coaches, Outreach coordinator, classroom teachers, students, and administrators will provide analysis of the full implementation of the coaching model and share recommendations for other schools seeking to implement a similar model.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Line Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 20,125.00		\$ 3,635.00					\$ 21,700.00			\$ 45,460.00
21000	Support Services - Student	\$ 2,500.00		\$ 700.00								\$ 3,200.00
22100	Improvement of instruction (Professional Development)	\$ 122,665.00		\$ 29,575.00		\$ 6,000.00		\$ 4,100.00				\$ 162,340.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation											\$ -
33000	Community Service Operations		\$ 40,000.00		\$ 10,000.00							\$ 50,000.00
60100	Transfers (Interfund)											\$ -
	Column Totals	\$ 145,290.00	\$ 40,000.00	\$ 33,910.00	\$ 10,000.00	\$ 6,000.00	\$ -	\$ 4,100.00	\$ 21,700.00	\$ -	\$ -	\$ 261,000.00

Indirect Cost: Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost: 261,000

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Math Manipulatives, PLTW supplies, mentor texts, support materials, PBL supplies	
Professional Services	Other Purchase Services (travel, communication)
Dr. Rhonda Roos consulting	Travel to Academies of Nashville and INALI conferences

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified	FTE	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Barb Tull	Instructional Coach	Certified	1	N	N		Provide instructional support to classroom teachers implementing new framework
Stacey Whitt	Behavior Intervention Coordinator	Non-Certified	1	N	N		Provide community outreach support to students and their families
Various	Teachers	Certified		Y	N		Stipends for teachers attending professional development
Various	Teachers	Certified		Y	N		Stipends for teachers providing afterschool instruction
Adam Lord	Behavior Intervention Coordinator	Certified		Y	Y	Title I	Provide support to Tier 2 and Tier 3 Behavior students
Carrie Howe	Math Coach	Certified		Y	Y	Title I	Provide instructional support to math classroom teachers implementing new framework

SIG Budget

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
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21000	Support Services - Student	\$ 2,500.00	\$ -	\$ 700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,200.00
22100	Improvement of Instruction (Professional Development)	\$ 122,665.00	\$ -	\$ 29,575.00	\$ -	\$ 6,000.00	\$ -	\$ 4,100.00	\$ -	\$ -	\$ -	\$162,340.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$ 40,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 145,290.00	\$40,000.00	\$33,910.00	\$10,000.00	\$ 6,000.00	\$ -	\$4,100.00	\$ 21,700.00	\$ -	\$ -	\$261,000.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

0

Grand Total After Indirect Cost:

\$261,000.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplies

Property: Equipment/ Technology

Math manipulatives, PLTW supplies, mentor texts, support materials, PBL supplies

Professional Services

Other Purchase Services (travel, communication)

Dr. Rhonda Roos consulting

Travel to Academies of Nashville and INALI conferences

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Various	Teachers	Certified		Y	N		Stipends for teachers attending professional development
Various	Teachers	Certified		Y	N		Stipends for teachers providing afterschool instruction.

Adam Lord	Behavior Intervention Coordinator	Non-Certified		Y	Y	Title 1	Provide support to Tier 2 & Tier 3 behavior students
Carrie Howe	Math Coach/Academic Improvement Coordinator	Certified		Y	Y	Title 1	Provide instructional support to math classroom teachers implementing balanced math framework.